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# ARABIC LANGUAGE

## أمنيات تتحقق

- المفهوم الرئيس : المنظور
- المفاهيم ذات الصلة : الشخصية / التعبير عن الذات
- السياقات العالمية والاستكشافات : الهويّات والعلاقات (تشكل الهوية)
- جملة البحث والاستقصاء: لدى جميع الأشخاص خلال فترات تشكل هويّتهم الحق في التعبير عن ذاتهم ووجهة نظرهم حول ضرورة حفظ العلاقات.
- مهارات أساليب التعلّم :
- مهارات الاجتماعية (مهارات العمل التعاوني): إدارة النزاعات وحلّها والعمل عملاً تعاونياً. اتّخاذ القرارات المنصفة والعادلة.
- مهارات إدارة الذات (مهارات التنظيم): فهم واستخدام أفضليات التعلّم الحسيّة (أساليب التعلّم). اختيار واستخدام التكنولوجيا بفعاليّة بشكلٍ مثمر.



# ARABIC LANGUAGE

## أمنيات تتحقق

### • نظرة عامة على الوحدة:

دراسة شاملة للوحدة الأولى بعنوان "أمنيات تتحقق" و التي احتوت العديد من المقالات الموضوعية التي تركزت حول تشكل الهوية والتعبير عن الذات ووجهة النظر حول ضرورة حفظ العلاقات، من خلال دراسة فن المقالة من خلال تحليل (مقالة لماذا) و ربط موضوعها بقصيدة اللغة العربية للشاعر حافظ إبراهيم بالإضافة إلى شرح المبني والمعرب من الأفعال، و همزتي الوصل والقطع.

### • نظرة عامة على الأنشطة والمهام:

قمنا بتحليل مقالة (لماذا) من خلال إبراز صور مؤلمة من واقع الدّول العربيّة وربط هذه الصّور بأهمية توطيد دعائم الوحدة العربية و الاهتمام بدراسة اللغة العربية من خلال الشعراء الذين ركّزوا على أهميتها . تعرّفنا على اليوم العالمي للغة العربية والذي يوافق الثامن عشر من شهر كانون الأول وخططنا حياة الشاعر حافظ إبراهيم عبر نموذج الشخصية، و عالجنا النّص من خلال البحث والاستنتاج والمقابلة.



# ARABIC LANGUAGE

## أمنيات تتحقق

• نظرة عامة على التقييم - التقييمات التكوينية والختامية:

تمّ إعطاء تقييمين نهائيين، تقييم خاص بمعيار (أ) التحليل ، والتقييم الثاني بمعيار (ب) التنظيم و(ج) إنتاج النص ، و(د) استخدام اللغة. كما تمّ إعطاء تقييم تشخيصي يشمل القراءة الجهرية للقصيدة .

• الخدمة والعمل:

تمّ شرح ومشاركة الطلبة بمبدأ الخدمة والعمل والخطوات المراد تحقيقها خلال الأشهر القادمة من خدمة المجتمعات المحتاجة.



# VISUAL ART

## Evolution of Still Life

- **Key Concept: Change**
- **Related Concepts: Compositions and Style**
- **Global Context and Exploration: Scientific and Technical Innovation (Modernization)**
- **Statement of Inquiry: Modernization led to change in art compositions and styles.**

### ATL Skills:

- **Thinking Skills (Critical thinking): Practise observing carefully in order to recognize problems./ Consider ideas from multiple perspectives.**
- **Research Skills (Information literacy): Make connections between various sources of information.**



# VISUAL ART

## Evolution of Still Life

- Unit Overview:

Our learners finalized this unit and managed to understand how modernization can affect and change how we draw and create different types of still life compositions.

- Activities and Tasks Overview:

Throughout the second half of the unit, the students conducted a research analysis study of a still life artwork done by famous artists. They covered the main four steps on how to analyze an artwork and eventually developed an opinion around it. This research helped students develop an understanding of how we should consider all aspects within the artwork and how we can interpret and add elements of symbolism to the subjects of choice. The decision making and the creative thinking in Criterion C guides the students to decide on their own subjects for the summative assessment. Other formative activities took place in preparation for the summative such as developing a 3 object composition as well as implementing and utilizing all the skills covered earlier in Criterion B, such as contouring, shading, building a dynamic and balanced composition and shading using different values.



# VISUAL ART

## Evolution of Still Life

- **Assessment Overview:**

For the summative the students created a 3 object pencil composition inspired by subjects of the modern world and placed within a balanced composition. Along with the final artwork they presented a cohesive process journal with a clear response and evaluation of the whole process. All Criteria were covered in this unit; A (Knowing and Understanding), B (Developing Skills), C (Thinking Creatively) and D (Responding).





## Media and technique

Van gogh used oil on canvas to highlight the outlines he used on the edges of his objects, the way he blended the colors was adding thin but noticeable outlines and coloring in the other side to create separation.



(Lichtenstein, 2021)

### Media & Techniques:

To bring the look and feel of commercial printing, his technique included the use of stencils. (Lichtenstein, Roy - Artstor, 2021) Roy's painting method was reduced to the simplest, he used the brushstroke method. (Lichtenstein, 2021)

### Form, Line, Colour and Texture:

His work appeared machine made because of the use of primary colors, thick outlines, and



# DESIGN

## Click Navigation (Creating Sitemaps)

- Key Concept: Systems
- Related Concepts: Invention & Resources
- Global Context and Exploration: Globalization and sustainability (Data-driven decision-making)
- Statement of Inquiry: Inventions of Systems by Data-driven decisions arranges Resources

### ATL Skills:

- Organization Skills: Use appropriate strategies for organizing complex information.
- Research (Information literacy skills): Present information in a variety of formats and platforms.



# DESIGN

## Click Navigation (Creating Sitemaps)

- Unit Overview:

We are now finalizing the first unit, creating a sitemap, and the students are finishing work on their summative assessment. The students have learned how to arrange information logically and how to formulate decisions based on collected data.

- Activities and Tasks Overview:

Students worked mostly on Criterion C (Creating the solution) with a focus on learning the skills to use three different applications to create their digital sitemap, in addition to a manual hand drawn option. The students practiced the different methods and since the unit is differentiated by process, each student has chosen their preferred skill for their final work. The students also practiced creating sitemaps manually by competing in teams in a fun game. The students assumed the role of a tour operator and each selected a location in Jordan to promote by creating a sitemap in their final assessment.



# DESIGN

## Click Navigation (Creating Sitemaps)

- **Assessment Overview:**

The summative assessment of this unit is to design a sitemap using the skills and knowledge they accumulated throughout the unit. It covered research skills and the students' understanding of terms in Criterion A (Inquiring & Analysing) and their implementation of their knowledge in Criteria B (Developing Ideas) and C (Creating the Solution) with reference to the specifications and GRASPS when assessing Criterion D (Evaluating).







# DRAMA

## Greek Theater

- **Key Concept: Communication**
- **Related Concepts: Structure and Narrative**
- **Global Context and Exploration: Orientation in Space and Time (Evolution)**
- **Statement of Inquiry: In ancient cultures, how narratives are structured and communicated can be more important than what is communicated.**

### ATL Skills:

- **Research Skills (Media literacy): Interacting with media to use and create ideas and information / Understand the impact of media representations and modes of presentation.**
- **Social Skills (Collaboration): Working effectively with others / Listen actively to other perspectives and ideas.**
- **Thinking Skills (Critical thinking): Generating novel ideas and considering new perspectives / Apply existing knowledge to generate new ideas, products or processes.**



# DRAMA

## Greek Theater

- **Unit Overview:**

This unit focuses on the history of Greek theatre, Mythology, theatre and structure. Students design a collage about the Greek theatre.

- **Activities and Tasks Overview:**

Upon conducting a detailed research on the elements of Greek theater, the students worked on developing their understanding of the key characteristics and character evolution of the Greek theater.

- **Assessment Overview:**

A summative assessment will be given at the end October. It will be about creating a collage using Greek theater visual resources. Students will be assessed in all criteria; Criterion A (Knowing and Understanding), Criterion B (Developing skills), Criterion C (Thinking Creatively) and Criterion D (Responding).



# ENGLISH LANGUAGE AND LITERATURE

## Is Knowledge Power?

- Key Concept: Perspective
- Related Concepts: Context and Theme
- Global Context and Exploration: Fairness and Development (Rights)
- Statement of Inquiry: Films with the theme of education may promote fairness and development, give us a new perspective on things we take for granted and help us understand context.

### ATL Skills:

- Communication: Negotiate ideas and knowledge with peers and teachers. / Make inferences and draw conclusions. / Make effective summary notes for studying.
- Research Skills (Information Literacy): Access information to be informed and inform others.
- Research Skills (Media Literacy): Demonstrate awareness of media interpretations of events and ideas (including digital social media).
- Thinking Skills (Critical Thinking): Evaluate evidence and arguments. / Draw reasonable conclusions and generalizations.



# ENGLISH LANGUAGE AND LITERATURE

## Is Knowledge Power?

- Unit Overview:

We have continued working on the 'Power of Education' during this month as well. Our students have finalized the unit.

- Activities and Tasks Overview:

Students worked on examining some of the barriers that some students from around the world have to face in order to get proper education. They related them to their own experiences. They have also completed a worksheet focusing on linking words and how to properly use them in their essays. Finally, they engaged in their first writing skill 'Opinion Essays' where they were able to create well-structured essays and received feedback on their work.



# ENGLISH LANGUAGE AND LITERATURE

## Is Knowledge Power?

- **Assessment Overview:**

The students have completed two formative assessments; one to assess their analytical skills covering Criteria A (Analyzing) and C (Producing Text) and the other to assess their writing skills covering Criteria B (Organizing) and D (Using Language). These formative assessments will prepare the students for their summative assessments.



# FRENCH LANGUAGE ACQUISITION

## What do you like to eat?

- Key Concept: Communication
- Related Concepts: Meaning / Context / Purpose
- Global Context and Exploration: Identities and relationships (Health and well-being)
- Statement of Inquiry: The purpose of healthy communication is to give meaning to our well-being in different contexts.

### ATL Skills:

- Communication skills: read critically and for comprehension . Give and receive meaningful feedback. Write for different purposes. Use a variety of speaking techniques to communicate with a variety of audiences. Take effective notes in class.
- Information literacy skills: use memory techniques to develop long-term memory. Access information to be informed and inform others.
- Critical thinking skills: draw reasonable conclusions and generalizations. Gather and organize relevant information to formulate an argument.
- Creative thinking skills : Use brainstorming and visual diagrams to generate new ideas and inquiries.



# FRENCH LANGUAGE ACQUISITION

## What do you like to eat?

- Unit Overview:

In this unit, learners explore different types of food and drinks. They explore different francophone dishes and the preferred food of different people. They explore healthy diets, the most consumed food in the world along with some French desserts. Moreover, students learn how to have a dialogue at a restaurant as well as rules to show proper table manners.

- Activities and Tasks Overview:

Our learners started the year on a positive note. They enjoyed several activities, games and songs. We had a general revision in French. A diagnostic test was done after that to estimate their knowledge and learners were divided into phases. Then, we started our unit “What do you like to eat?”



# FRENCH LANGUAGE ACQUISITION

## What do you like to eat?

- Activities and Tasks Overview:

### Phase 1 “Emergent level”:

Learners continued working on the same unit “Qu’est-ce que tu aimes manger?” by working on more detailed information about the meals, drinks and healthy food. They also worked on reflecting their emotions about peace by drawing and writing quotes.

### Phase 2 “Emergent level”:

Learners continued working on the same unit “Qu’est-ce que tu aimes manger?” by working on the most consumed plates in the world “chewing gum, chocolate and cheese” in addition to the ingredients of a balanced diet. After that, learners started identifying main plates and desserts. They also worked on reflecting their emotions about peace by drawing and writing quotes.

### Phase 3 “Capable level”:

Learners continued exploring the unit, “Qu’est-ce que tu aimes manger?” Learners enjoyed creating a healthy meal. They worked in groups and conducted research to come up with their meal. They also started exploring some francophone dishes through videos and texts. They also conducted research for the ingredients of some francophone dishes. They started exploring recipes in French by going through texts, videos and worksheets. Learners also reflected on their learning after each lesson and activity.



# FRENCH LANGUAGE ACQUISITION

## What do you like to eat?

Learners enjoyed completing activities, drawings and expressed their emotions about the Lasallian Month of Peace.

Learners are receiving extra worksheets to enhance their level and enrich their knowledge. Moreover, they are exploring a new proverb every week. Learners are also reading short stories every month.

- **Assessment Overview**

Learners completed their formative assessment in Criterion A (Listening) and Criterion B (Reading). At the end of the unit, students will be assessed according to all Criteria; Criterion A (Listening), Criterion B (Reading), Criterion C (Speaking) and Criterion D (Writing).



# INDIVIDUALS AND SOCIETIES

## How are societies governed?

- Key Concept: Systems
- Related Concepts: Power and Equity
- Global Context and Exploration: Fairness and Development (Democracy)
- Statement of Inquiry: The governance of societies is organized by different systems that are used to distribute power, affecting fairness and development.

### ATL Skills:

- Communication Skills: Use a variety of speaking techniques to communicate with a variety of audiences; Make effective summary notes for studying.
- Research Skills (Information Literacy): Access information to be informed and inform others.
- Thinking Skills (Critical Thinking): Gather and organize relevant information to formulate an argument.



# INDIVIDUALS AND SOCIETIES

## How are societies governed?

- Unit Overview:

Our first I&S unit focuses on systems of government and their fairness towards their citizens. This unit covers monarchies, democracies and dictatorships.

- Activities and Tasks Overview:

After having covered “Monarchies”, the first system of governance, we moved to the second system, which is “Democracies”. Students were introduced to the two types of democracy, and they had to provide examples on each type. Afterwards, students weighed the pros and cons of democracy in a class discussion. They analyzed the features of democracies but also explored their loopholes as systems of governance. After that, they worked on a research project where they discovered the history of democracy. Finally, students were reintroduced to how to form a research question, how to make an action plan and how to evaluate sources using the OPVL method.



# INDIVIDUALS AND SOCIETIES

## How are societies governed?

- **Assessment Overview:**

Students have been prepared for their summative assessment through a series of activities, worksheets and a formal formative assessment. During the formative assessment, which took place over a span of four classes, they had to choose one historical event from a list, describe that event and explain its significance in the development of democracy using Google Slides. This assessed students according to all Criteria; Criterion A (Knowing and Understanding), Criterion B (Investigating), Criterion C (Communicating) and Criterion D (Thinking Critically). Some students were randomly chosen to deliver presentations and verbal feedback was given by the teachers. In the summative assessment, students will be assessed according to the same aforementioned criteria.



# MATHEMATICS

## Numbers: Discoveries and Developments

- **Key Concept: Form**
- **Related Concepts: Quantity, Representation and Simplification**
- **Global Context and Exploration: Scientific and Technical Innovation (Industrialization and Engineering)**
- **Statement of Inquiry: Representing and simplifying quantities in different forms can help industrialization and engineering**

### ATL Skills:

- **Research (Information literacy): use memory techniques to develop long term memory.**
- **Self-management (Affective skills): practice positive thinking.**
- **Communication skills: Understand and use mathematical notation.**



# MATHEMATICS

## Numbers: Discoveries and Developments

- Unit Overview:

In this unit, students work with numbers and exponents in general. They learn about rules of exponents and how to use them for representing small and large quantities within problems in context using mathematical notations and using some measurement prefixes. They explore many scientific and industrial discoveries where data are represented in mathematical notations.

- Activities and Tasks Overview:

Students learned about exponents rules, they practiced many challenging questions. They also practiced writing the rules as a general rule using mathematical notations and they tried to justify them. Moreover, students learned about measurements and the prefixes that are universally used to present very large and very small numbers. They learned how to represent these numbers as scientific notations.

- Assessment Overview:

Students worked on a summative assessment Criterion B (Investigating patterns) and they also had a formal formative assessment in Criterion A (Knowing and Understanding).







# MUSIC

## Solfege

- **Key Concept: Change**
- **Related Concepts: Interpretation, Expression**
- **Global Context and Exploration: Scientific and Technical innovation (Methods)**
- **Statement of Inquiry: Change in the way we see and express notes can help us interpret music differently through various methods.**

### ATL Skills:

- **Thinking Skills (Critical Thinking):** Revise understanding based on new information and evidence.
- **Self-management Skills (Reflection):** Develop new skills, techniques, and strategies for effective learning.



# MUSIC

## Solfege

- Unit Overview:

This month, we finalized working on our first unit (Solfege). Our learners have knowledge about notes and their places as well as sound on the musical staff. They are now able to read different kinds of exercises about solfege.

- Activities and Tasks Overview:

The students completed many activities about solfege. They were also given many formative exercises. Such exercises revolved around the places of music notes on the staff, the different kinds of pitches, time signatures and singing notes that were implemented individually and in groups. The explicit application of the ATL skills helped students improve their performance in this unit.



# MUSIC

## Solfege

- **Assessment Overview:**

Our learners were assessed according to all criteria. They were asked to solve questions about music notes' values, completing incomplete measures and correcting the wrong ones in which Criterion C was applied. They were assessed on their ability to read notes correctly and in the right tempo assessing Criteria A and B. For Criterion D, students responded in an appropriate way showing a proper understanding of the theoretical basis of notation and music reading accumulating this knowledge in their reflections.



# PHE

## Jump High Run Faster (Track & field)

- **Key Concept: Change**
- **Related Concepts: Environment, Adaptation**
- **Global Context and Exploration: Orientation in space and time; Exchange and interaction**
- **Statement of Inquiry: Players adapt to changing environments and challenges to enhance movement and develop the interaction speed.**

### ATL Skills:

- **Communication Skills: solve problems set in familiar and unfamiliar situations / give and receive meaningful feedback.**



# PHE

## Jump High Run Faster (Track & field)

- Unit Overview:

We have continued our unit “Track and Field”. Students learned the rules and the events of track and field. They examined how changing environments and challenges enhance movement and develop the interaction speed.

- Activities and Tasks Overview:

Students worked on making a plan on how to improve and develop their jump and speed. They also watched a video about the important muscles they need to work on to improve their skills.

- Assessment Overview:

Students completed their summative assessments in Criteria A, B and D. For Criterion A, they made a PowerPoint presentation discussing the basic rules of track and field. For Criterion B, students made a plan to enhance speed and jumping skill and identified what the important muscles to improve these skills are. For Criterion D, students reflected on their plan and evaluated their performance.



# SCIENCE

## Using Metals

- **Key Concept: Change**
- **Related Concepts: Form, Consequences and Function**
- **Global Context and Exploration: Scientific and Technical Innovation (Consequences and Responsibility)**
- **Statement of Inquiry: Scientific and technical innovations utilise specific properties and changeable forms of metals in order to ensure desired functions and outcomes.**

### ATL Skills:

- **Research (Media and literacy skills):** Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media [including digital social media and online networks].
- **Thinking Skills (Creative thinking):** Use brainstorming and mind mapping to generate new ideas and inquiries.
- **Research (Information literacy skills):** Make connections between various sources of information.



# SCIENCE

## Using Metals

- Unit Overview:

In this unit, students learn about metals and how they play many important roles in our lives, including being vital for our health and making many medical procedures possible.

- Activities and Tasks Overview

Students were introduced to different metals in the periodic table and their uses in our daily lives. They explored the differences and similarities between metals, nonmetals and metalloids. In addition, we explored atoms structure and elements families in the periodic table throughout worksheets. Also, we explored the importance of many metals in our health and making medical procedures. Students investigated the uses of metals and how the properties of the metal make it suitable for that use.



# SCIENCE

## Using Metals

- **Assessment Overview**

Criterion A (Knowing and Understanding) is being practiced formatively and summatively during classes. Criterion B (Inquiring and Designing) and Criterion C (Processing and Evaluating) will be practiced. Criterion D (Reflecting on the Impacts of Science) will be assessed during the unit in order to describe the ways in which science is applied and used to address corrosion as an issue to be discussed and solved.

- **Service as Action**

Students are exploring why rusting is still such a problem in the community and explore ways to reduce it.



# ATL

- ATL Skills (Research):

## Research

- Identifying primary and secondary sources.
- Practicing basic research skills.
- Identifying strong vs weak research questions.

- ATL Skills (Counselling):

## Social Skills

- Practicing empathy.
- Delegating and sharing responsibility for decision-making.
- Helping others to succeed.
- Taking responsibility for one's own actions.
- Listening actively to other perspectives and ideas.
- Advocating for your own rights and needs.



# ATL

- ATL/ Research:

Students conducted some basic research related to a topic of their choice. They also had the opportunity to learn the difference between strong and weak research questions as well as come up with their own.

- ATL/ Counselling:

Students explored the topic of empathy, what it is, how to show it, and proper methods to understand it. Students also viewed different scenarios and chose appropriate methods to show empathy.